THE JOURNAL OF EDUCATION

VOLUME 135 **MARCH 1952** NUMBER 3

MAR 12 1952

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The JOURNAL of EDUCATION

Volume 135 MARCH, 1952 Number 3

ESTABLISHED 1875

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277 School Street
Watertown, Mass.

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172 Washington Street
Binghamton, N. Y.

Publication Office
305 South 16th Street
Ord, Nebraska

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, at 305 South 16th Street, Ord, Nebraska, by New England Publishing Company, 172 Washington St., Binghamton, N. Y., and 277 School St., Watertown, Mass. Subscriptions in the United States, $3.00 a year; Canadian postage $1.00; foreign postage $1.00. Entered at Postoffice in Ord, Nebraska, as second class matter.

Index of The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

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As we go to press . . .

Dear Readers:

Here is a long-term standing offer we want to make to all of you:

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Malcolm Calman

WHAT ABOUT THE "GAG RULE?"

The United States Constitution and the American sense of fair play are opposed to "gag rule" — the arbitrary refusal to let persons express their opinions. Preservation of this right to free speech is essential to the democratic way of life. The right must be protected regardless of the fact that many of those who shout the loudest for that right favor a form of government that would destroy that right.

When some university president or board of trustees attempts to screen the faculty or visiting lecturers, there is immediate protest. The resulting furor has to be settled somehow, and usually all but a grumbling minority are satisfied when it is decided to exclude only those who belong to organizations dedicated to the overthrow of government by violence, or persons otherwise deemed by a faculty and administrative committee to be unfit to make an educational contribution. Such regulations are hard to formulate, perhaps harder still to execute. But educational halls are the responsibility of educators. Most of them believe that truth is best presented by those who themselves are free to seek truth and to view it objectively. Beyond the campus, more latitude may be required than on campus.

Cries of "gag rule" were raised recently when the board of education of New York City barred discussion of a rule its members had unanimously adopted in closed session, declaring Communists or members of other organizations seeking the overthrow of government by force to be unemployable in the city's schools. The problem had been openly debated at an earlier meeting where thirteen speakers had been heard. The rule the board members voted represented a great deal of thought, and seems fair enough. It will do much good.

The right to disagree is the very point we are trying to emphasize. It belongs to you and every other American. Insist that forums be kept open. But remember what the late Justice Oliver Wendell Holmes said to the effect that no one has the right to shout "Fire" in a crowded theater.

COMMUNISM'S HISTORIC FAILURES

In his book, *How To Win An Argument With a Communist* — as if anyone could — Ray W. Sherman gives detailed accounts of various noteworthy ventures made in the United States during the last century by groups of persons who attempted to build happiness for themselves by pooling their property under the motto "one for all and all for one." Eventually each one of these enterprises failed, some in ten years or less, others lasting for a hundred.

Unfortunately, the American History courses offered in our schools pay very little heed to these experiments — Plymouth, Brook Farm, the Fourier phalanxes, the Harmonists, Amana, the Shakers, or Oneida.

How many of us, for example, know that the Pilgrims at Plymouth, after three years of Communism, petitioned Governor Bradford to let each family have its own piece of ground and the fruits of its own labor? Bradford yielded, and the next harvest was far ahead of any previous one. His conclusion was that the system was ill suited to human nature. Men desire to stand on their own feet and win according to their own ability and exertion. Plato and others, thought Bradford, had set themselves up to know more than God.

Communistic ventures that centered about some religious belief endured longest. Those dependent upon the leadership of an individual, but lacking in spiritual quality or disciplines, were first to dissolve.

The book makes slight reference to what is going on in Soviet Russia or its satellites, the author admittedly not knowing how many of the people behind the Curtain are happy. Of course, this is something all of us would like to have answered. Yet, in a way, it is not so material as to know how long a nation of not too happy individuals can be held in the grip of a dictatorial minority exercising every device for suppressing facts and curbing rebellion at the outset. As for religion, Communism has been substituted in the minds of party members.

How long will it be before Communism falls apart in Soviet-held countries? That is anybody's guess. Let us not rely on wishful thinking in formulating our predictions. As Mr. Churchill once said of Hitler's Germany, "The worm is in the apple." It is in every Communist apple. But how fast does it eat?

COLLEGE RESPONSIBILITY

Is it mere coincidence that evidences of low moral standards in public life became manifest at the same time bribery and cheating were revealed in some of our colleges? Or is there some general breakdown in American morals for which the colleges are, in part at least, responsible?

The truth is that commercialism—and that in its worst sense—has been creeping into our institutions of higher learning for a long time now. Conditions brought on by two wars and an intervening depression have stimulated a great rivalry for prestige, publicity, gifts, and students. Colleges have feared they might drop out of sight if they failed to maintain winning teams in football and other popular sports. Radio and television have intensified the rivalries, rendering it possible for an obscure and otherwise third-rate institution to capture nationwide attention by coming through a season without defeat. Alumni of many institutions have been working behind the scenes to demand high powered coaches and winning teams.

Yes, to be sure, committees of college presidents are getting together to draw up codes of sanity and morals. One may hope these will prove more effective than the Kellogg-Briand treaties proclaiming that the nations would never again resort to war. But noble resolutions have a way of falling overboard when the old pressures and strains still persist.

Are our colleges and universities less influential in the cause of moral, spiritual, and intellectual leadership than they once were? The time has come for those "societies of scholars" to re-examine their purposes and see how well or poorly these are being achieved at this particular midcentury, so critical in its bearing upon the future of mankind.

QUIZ KIDS REQUIZZED

Back in January and March of 1942, this magazine ran two articles about the effects of the Quiz Kids program on its performers. Our study was based on the replies to brief questionnaires which were submitted to the parents and teachers of these bright boys and girls. The responses almost without exception indicated that those appearing on the show benefited from the experience. Being in most cases rather shy, they had gained some of the needed self confidence, had felt themselves challenged to their best efforts, and had improved in social poise and in popularity with their schoolmates. Only one of the participants, somewhat over-assertive to begin with, was said to have become more so after joining the show.

Thanks to Dr. Paul Witty of Northwestern University, 41 of those who at one time figured on the program have recently been questioned. Some are still continuing their formal education. Others are employed at salaries averaging $5000 a year and ranging from $2000 to $20,000.

These exceptional young persons agree that the schools they attended gave insufficient attention to the education of the more alert and capable students; that better teaching and smaller classes would help; and that more constructive activities should be provided in high schools.

The schools are tending more and more to look out for the slow learners, as the number of such pupils increases with attendance becoming more general. This situation, coupled with overcrowded classrooms, presents a constant danger that the interests of brighter children will be neglected and the development of their valuable potentialities for society overlooked.

Educators, some of whom have learned a good deal from listening to the Quiz Kids on the air, might well take a further lesson from this re-examination of their records and ideas.

BUY YOUR BUSES EARLY

To judge from the looks of most school buses, no one ever buys a new one. Still it probably does happen now and then, after some ancient contraption falls apart and cannot be reassembled. At any rate, there are people in the business of making these vehicles. And these people say that the ordering is chiefly done in the summer months, and this may be all right in normal times but not nowadays. It seems that the allotments of steel and other scarce materials are determined on a quarterly basis, and unless the bus manufacturers maintain fairly steady production the year around, they may suffer from cutbacks. Also they need to keep their workers occupied throughout the year if they are to keep them, period.

So whatever the reason, it would appear to be a first rate idea to study the local bus situation right away, letting the doctor predict the life expectancy of each specimen, and to order replacements promptly—provided, of course, that your own view of the matter agrees with that of the doctor.

Remember that a fresh coat of paint doesn't remake a broken down chassis or engine. Forget the cosmetics and measure the blood pressure, pulse and respiration.

Letters to the Editor

TO THE EDITOR:

Many factors in New York State have contributed to the success of in-service training programs for teachers. These factors include revised salary regulations which grant increments on the basis of the number of hours' credit earned beyond high school; in some school systems, the local administration arranges for workshop-type meetings to be held each week for twenty weeks under the leadership of a qualified teacher.

Another factor is the desire to complete requirements for the bachelor's degree if the teacher has completed a normal school course and has a life certificate to teach; another is an honest effort on the part of the individual to get help in making the transition from the traditional methods to the school program which is designed with concern for the individual differences of children.

The state teachers colleges are providing extension courses in various centers throughout the state. These courses in some cases are paid for by local boards of education in an effort to improve the teaching standard within the system. Teachers do not receive college credit in this case unless they register for credit and are accepted by the college, in which case they pay the regular tuition. Credit can be earned that will apply toward both the bachelor's and the master's completion program.

Elementary teachers have the advantage of practical help from such courses because they are planned to meet the various needs of the group participating. My course is one of the psychology group and has been given under such titles as "Early Childhood Education," "The Child From Four to Eight," and "The Child and Curriculum Planning." The basic idea is always to present the group with a sound concept of growth and development of children and to develop as much of an understanding of mental hygiene as possible. From this each student is asked to develop one phase of his curriculum to meet the needs of the children within his own classroom.

Here we supply as much library material as possible for the class as well as make available persons who are trained in the many subject matter areas, such as reading experts, art teachers, etc. With the individual study the student is preparing I have introduced modern techniques and materials, including such audio-visual devices as the 16-mm. projector, the film-strip projector with a slide carriage, the tape-recorder, and others.

I believe that many of the teachers in this program have taught for years with some degree of success and find it hard to believe that any way but the one they have always practiced could be good. For them I can only hope that consciously or otherwise, some help has been given that will benefit the pupils. The only criteria I have for judging the effect on these teachers are their letters and my personal contacts with them when they have described with enthusiasm activities their pupils have enjoyed. From their enthusiasm I have gathered that there must be less tension in their classrooms.

A completely different course organization governs the Intensive Teacher Training Program that was organized three summers ago for the purpose of preparing individuals holding a liberal arts degree for teaching in the elementary school. New York State offered limited certification if the student took the special course during summer school six to eight hours and then taught for the school year—repeated the performance the second year—returned the third summer for the remainder of the preparation and at the end of the third year of satisfactory teaching a regular certificate would be issued.

These students were visited on their jobs by one of the college staff who had worked with them during the summer and the students had the privilege of asking for help from the college. We found that some of the people taking the course had trained for secondary teaching as well as purely liberal arts.

One case history might serve to show the limitations of some of the teachers in this program. One woman about forty-eight, a grade school teacher for more than twenty years, went with my group to visit the schools in Schenectady for a couple of days. She had grown up in the community where she was teaching—traveled thirty-two miles daily for her teacher education and then went back to the same community to teach.

Up to the time of her trip to Schenectady, she had not seen a streamlined train; she nearly jumped out of my car when the New York Central's Empire State Express passed by. My point is that many of the children in her fifth-grade class have had experience beyond any she will ever have.

I continue to hope that our contact with these people will inspire interest that will in some small way broaden their contribution to their pupils.

Helen J. Smith

The Mosaic of Education

Edward M. Tuttle
Executive Secretary, National School Boards Association

The executive secretary of the National School Boards Association sees our educational picture as an intricate mosaic in which local school boards play a tremendously important part, working with administrators, teachers, taxpayers.

Think of American public education as a vast mosaic picture made up of thousands of separate pieces which must fit together in some kind of suitable relationship if the picture is to be clear and fine.

Each individual concerned is, of course, a piece in this picture. Each school board member, each administrator, each teacher, each school secretary, each business official, each custodian needs to make certain that his contribution adds to the value and service of the educational picture and does not in any way detract from it. I would even go so far as to include each parent, each taxpayer, each citizen in this responsibility.

We all know the effect of looking at a mosaic, even so commonplace a one as a tiled floor, in which one piece is missing or marred. Our eyes go instinctively to the imperfection. That single blemish destroys for us the good effect of the whole picture. This is the case with public education in America today. We are too conscious of defects and faults, especially those outside ourselves and our own communities. Our attention is distracted from the total picture, and we stop too seldom to consider whether our place in the mosaic is being as well and acceptably filled as we could make it.

Are Group Products

There are other pieces in the picture which are the products of group rather than individual activity. A school board is such a piece, a school system is one, a parent-teacher organization is one, a teachers association is one, a citizens' advisory committee is one, and there are many others, in and out of the schools, all lending themselves to a determination of the total impact of public education on the American scene.

It is perhaps trite to urge that if each piece were perfect and properly related to its surrounding pieces, the whole picture would be perfect. But I do urge it because the only way in which we can move toward greater perfection is by improving the quality of each contribution.

From this point on, I shall use the school board as an example because I know that piece in the picture best, but, by analogy, all that I shall say may be applied to every other element concerned.

It will have been noted that there are two considerations involved: (1) the quality of the piece itself, and (2) the relationship of each piece to other pieces in the total picture. In the past, we have paid more attention to the first than to the second, but, even so, much can still be done to improve quality, and the field of relationships is just beginning to present vast possibilities to us.

Character Is Vital

Quality in a local school board, for example, depends first of all on a high standard of character and ability among the individual board members. Each should be expected to represent the community as a whole and not any special segment or element of the community. Each should be expected to place the welfare and growth of children and youth above every other consideration when it comes to deciding policy. Each should be open-minded, impartial, even-tempered, and cooperative — in short, the highest type of American citizen, man or woman, who can be found.

In the second place, quality in a school board is revealed by the harmony of its operation. This does not preclude honest differences of opinion and full and free discussion, but it does insist on the resolution of those differences into final agreement and united action.

Third, the quality of a school board is reflected in its cordial relations with, respect for, and confidence in the school administrator who has been appointed as its executive officer.

Fourth, the quality of service rendered by a school board depends directly upon the degree of understanding possessed by the board members concerning educational philosophy and objectives. There should be much more to school board operation than the handling of money, the management of

buildings, and the employment of personnel. The board should know what the community desires of its schools and what the schools are in a position, or could be brought into a position, to offer to the community.

There are other factors in the quality situation, but these are sufficient to emphasize this consideration.

Close Contact Needed

Turning to the question of relationships, we enter the realm of greatest need and greatest opportunity. The time has gone by, if indeed it ever existed, when a school board can operate effectively in isolation. It must have, first of all, close and complete contact with all the elements in the local community which have a bearing on the school situation, inside or outside the system itself.

Second, the local board must have the benefit of an exchange of ideas with other school boards in its county, region, and state. This should be the product of belonging to a state association of school boards, of attending its meetings, of receiving its publications, of sharing in all its activities.

Third, the local board must have a grasp of American public education as a whole—how essential it is for the preservation and advancement of our social, economic, and civic way of life, of the integrity and freedom of each individual, and of goodwill and peace in the world. The board needs to know what effect the national and international emergency is likely to have on the public schools both as regards the contribution by the schools and the needs of the schools. The board needs to know that there are elements at work against the public schools, what they are, how they operate, how best to offset them.

In short, the local board of education, in order to perfect its own "piece" in the great mosaic of public education in America, must strive constantly to see and understand the picture as a whole.

The attainment of this objective, in essence, is the function of the National School Boards Association. Acting as a federation of the state associations, the N.S.B.A. keeps state school board leaders advised of interstate and national developments on the educational front so that they, in turn, may interpret these trends to their local member boards. When the day comes when every state has an effective association of 100% of the local boards of education for their mutual advancement, we shall have taken a big step ahead in educational coordination and progress.

Gives Boards a Voice

Furthermore, the National Association is designed to give school boards a voice among the many national organizations working for the advancement of American education. It cooperates closely, for example, with such organizations as the American Association of Colleges for Teacher Education, the American Association of School Administrators, the National Citizens Commission for the Public Schools, the National Conference for Mobilization of Education, the National Congress of Parents and Teachers, the National Council of Chief State School Officers, the National Education Association, the United States Office of Education, and many others.

The above is an indication of how the interests and activities of local boards of education should be related to the wider scene of state and national educational planning and advancement.

I close with a true story which illustrates all that has been said above. It is the story of an individual school board member in a very small community who caught the wider vision and who did something about it.

Discuss Reorganization

At a meeting last spring of the Wisconsin Association of School Boards, held in Milwaukee, there had been much discussion, pro and con, of the reorganization of the numerous small school districts, which are an inheritance from the conditions of earlier days, into larger units for purposes of better administration, better equalization of financial burdens, and the provision of wider educational advantages for the children. Under a permissive act of a previous legislature, some areas of the state were reorganizing on this basis. But lack of information and a good deal of misinformation were causing some people to oppose the movement, so that more than fifty bills had been introduced in the current legislature to repeal or curtail the reorganization program.

Just as the meeting was ready to close, an old gentleman asked for and was given the floor, apparently without anyone knowing what he had on his mind. In the next five minutes he made an eloquent plea that district reorganization be given a chance to extend its benefits before closing the door against it.

Many Move Away

Saying that he had lived in a little lumbering town in Northern Wisconsin for seventy-five years, and had served on the local school board so long that he had seen perhaps a thousand young men and women graduate from their small high school, the speaker dramatic-

(*Continued on Page 91*)

The Citizen's Corner

Margery W. Steer
North Lima, Ohio

Every newspaper gives some space to school news, but if the public depended entirely on the press, it would, in most communities, get a dim view of education.

"The fact is," says D. G. Stout in his book *Teacher and Community,* "that the type of information constituting most of the school news leads easily to the assumption that school work consists of little besides athletic contests, dramatics, entertainments, forensics, and other extra-class activities."

A study made by B. M. Farley some years ago and reported to a Columbia University Teachers' College publication * indicated that newspapers are not telling people what they want to know about their schools. It disclosed, to quote Professor Stout, "that there is a tendency to supply readers of school news with the largest amount of information upon topics in which they say they have the least interest . . . The six topics of greatest interest to patrons get 25 per cent of the news space, while the six topics of lesser interest get 75 per cent of the space."

What were the six topics of greatest interest to the more than five thousand people included in this study? In order of interest they were —

Pupil progress and achievement
Methods of instruction
Health of pupils
Courses of study
Value of education

Discipline and behavior of pupils
Extra-curricular activities appeared at the very bottom of the list! Yet an analysis of the space allotted by the press to these phases of the school program showed 47.1 per cent devoted to extra-curricular interests and 5.6 to pupil progress and achievement.

More recent investigations made by the Ohio Citizens Commission for the Public Schools confirm this evidence that the public is not exclusively, or even primarily, interested in football heroes, stars of the Sophomore Follies, or projects of the PTA. It would like to know too, what schools are trying to teach, and why, and with what measure of success.

Professor Stout suggests a more varied and inclusive reporting of school news. Extra-curricular activities should continue to have publicity, since they are a valuable part of the school program, but they should be reported in such a way that the public understands their contribution to the development of the personality and character of the student. After all, people want to know what kind of results the school program achieves and the results of any educational effort are measured in terms of child growth and progress.

Debt to Teachers

I owe one of my greatest debts to the teachers of my boyhood and feel that our teachers do most for our society and are recognized least. They have molded the character and conscience of the nation and have implanted our people with ethics, decency, character and the will to do their very best.

We certainly must continue to strengthen the role played by our teachers and our schools. Education will help our citizens to distinguish between truth and falsehood, and thus better our chances for freedom.

—Bernard M. Baruch

*B. M. Farley "What to Tell the People About the Public School" **Contributions to Education**—No. 355. Bureau of Publications —Teachers College— Columbia University.

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Many Children's Problems Are Unraveled at . . .

Spokane's Health and Guidance Center

Elden A. Bond
Director of Guidance and Special Education, Spokane, Washington Public Schools

In the heart of busy Spokane, Wash., the public schools operate a Health and Guidance Center, available on a non-fee basis to school children and to their parents, teachers, and other advisors. This report is designed to describe the numbers of referrals and types of problems handled by the guidance services of the clinic, and to suggest ways of helping children solve their problems. The center also provides health services for the children of the public schools including dental examinations and treatment for needy cases, psychiatric services, vision and hearing testing and medical and nursing services including large-scale prevention such as inoculations and vaccinations.

Life develops in an orderly sequence similar in all individuals. As children grow, new forms of behavior continually appear, others drop out or are incorporated in the new. During this growth process, children develop moral concepts, language, knowledges of time, space and number relations, and many other habits and understandings.

From time to time in the growing up process children face problems. Perhaps it is a learning difficulty in the regular school curriculum, or perhaps it is unhappy conditions at home or in school. Likewise, parents and educators face problems: How should we deal with the mentally retarded? How should we provide for mentally superior children who have special abilities? How should we work with the truant? The bully? The show-off? How should we plan for the education of the acoustically handicapped? The child with a speech problem? The visually handicapped? The cerebral palsied victims? The atypical children?*

A Non-Fee Agency

The teacher, the parent, the juvenile court or juvenile authorities, the guiding personality in studying the above and the many related problems find helpful a community, non-fee referral agency staffed and equipped for child study.

During the school year, 1950-51, two thousand nine hundred and fifty-seven children (see table) were referred to the guidance services of the Health and Guidance Center, Spokane public schools. An analysis of the types of problems for which children were referred to the guidance services are listed in the table. The staff employed to work with the children included one psychologist, one psychiatric social worker, one psychiatrist (part time), four social workers, and three educational therapists (devoting the major portions of their time to giving and interpreting tests).

* Although there are many children who are in difficulty because of physical, emotional, educational, social, and intellectual problems, the majority of children progress through our schools comfortably and well. Sixy per cent of all the children who enter kindergarten and first grade graduate from high school a dozen years later in Spokane.

The table is misleading in that a judgment had to be made in listing each referral once and in one category. Obviously, many of the irregular school attendance problems and conduct problems were also educational problems. Many of the children withdrawing from school did so because they were reading disability cases. The reader may consider the table a careful analysis of the "reported to the clinic" reasons for referral and not necessarily a careful analysis of the basic underlying causes for referral. Actually, all of the children could have been listed under item 1, *Educational Guidance,* in the table.

Objectives of the clinic in the work with the nearly three thousand children studied in the year 1950-51 included the following:

1. Sympathetic consideration and study of school children who show deviate behavior.

2. Interpretations to schools and to homes of the basis for deviate behavior and suggestions for remedies. This involves considerable "in-service" training for both teachers and parents.

3. Correct and adequate school placement.

4. Devices by which "first offenders" and "unimportant mischief" are handled by school personnel rather than by representatives of the law. Complete cooperation in this respect from the juvenile authorities is necessary and was available. Actually the police were de-

Classification of Types of Problems for Which Children were Referred to Guidance Services, Spokane Public Schools, School Year 1950-51

Types of Problems*	Number of Cases			Per Cent
	Boys	Girls	Total	
1. Educational Guidance Problems (Such as reading disability, low grades and extreme deviation from normal)	796	537	1333	45.1
2. Personal Guidance Problems				
a. Irregular School Attendance	476	101	577	19.5
b. Sex and other Emotional Difficulties	112	83	195	6.7
c. Conduct	82	13	95	3.2
d. Theft and burglary	62	22	84	2.8
e. Withdrawal from school	92	67	159	5.3
f. Labor permits (16 to 18 year old youth)	317	121	438	14.8
3. Psychiatric Studies	39	37	76	2.6
Totals	1986	971	2957	

* It is difficult to classify many cases since the reported reasons for referral do not necessarily indicate the basic causes. For example, a truancy problem may also be an emotional or behavior problem. In the above table each case is listed only once.

lighted with the arrangement since they did not wish to "book" children and since most follow-ups had to involve the schools.

5. Objective counseling apart from school or law. Many children need to talk things over with a counselor able to maintain a non-directive, non-judgmental attitude.

6. Vocational testing and counseling. A good deal of help was available by using the services of the Washington State Employment Service of the Employment Security Department.* For example, all of the high school graduates (1950-51) intending to immediately enter the labor market and wishing the service were counseled as to job availability. In the spring of 1951, counting Spokane County and adjacent areas, 1,135 high school seniors received the registration, testing,** and counseling service of the Employment Security Department. During the month of June, 620 youths were referred to jobs, resulting in 304 verified placements (48.7 per cent). The above data from the Washington State Employment Service are not included in the table.

7. Intensive cooperation with the special education department in the Spokane schools. The guidance department is on a supervisory basis with regard to special education. During the school year there were thirty-five children in the Cerebral Palsied School, fifty-one children ranging from hard-of-hearing to deaf in the school for the acoustically handicapped, thirteen children in a sight-saving room, thirty-two children in hospital schools for post-polio and rheumatic fever cases. In addition, fifty-two physically handicapped children were given teaching service in their homes. One hundred thirty-seven children of low intelligence received special education. The pupil-teacher ratio for these children was never more than sixteen to one.

Half Have Problems

As indicated in the table, nearly half the cases had educational guidance problems. Some of the children listed in this category were placed there because they were having trouble learning the skill subjects. A high percentage of the educational guidance problems were reading disability cases. Others were unhappy in one school and wanted to be transferred to another. The majority of these school transfer problems were high school students.

Of all the children worked with less than ten per cent were classified as potential juvenile delinquency cases. The theft and burglary cases, most of the conduct cases and a few each of the sex and emotional difficulty and irregular school attendance problems were sufficiently serious to classify as juvenile delinquency. The school population of Spokane is approximately 23,000 children. Juvenile delinquency involves less than two per cent of the entire school population. This does not seem to be very high when compared with adult delinquency. In speaking before a conference, J. Edgar Hoover, head of the FBI, in arguing for more and better schools said, "Criminals force us to spend each year more than four and two-thirds as much on them as we spend on all forms of education, both public and private."

Seventy-six children were studied by the psychiatrist during the school year. While actual figures are not available as to the number of these

* Affiliated with the United States Employment Service under the United States Department of Labor.

** General Aptitude Test Battery, U. S. Department of Labor, Bureau of Employment Security, Washington, D. C., September, 1946.

children who needed long term psychiatric help, the best estimate is that twenty of the seventy-six children needed continuing help. Several had to be hospitalized for intensive treatment.

No Addicts Found

In view of the rather extensive publicity given during the spring of 1951 to the use of drugs and narcotics by high school students the staff of the Health and Guidance Center was alerted to the problem. Not one case of the use of narcotics or drugs was reported. Drinking constituted no problem of major importance; the amount of drinking reportedly indulged in by these children is negligible when compared with the quantities consumed by their parents.

Each case reported in the table was studied in the Health and Guidance Center with respect to the reason for the referral and the nature of the problem. In most cases the first step was to analyze the available data such as school records, health histories and parents' and teachers' comments. Very often the second step was to obtain more data. For example, one thousand four hundred seventy-eight individual intelligence tests* were given during the year to the cases reported in the table. The average intelligence quotient was 98.2 and the distribution of all the scores was likewise close to normal.

Generally, the third step was to hold a conference with the people necessary for the solution of the problem. The fourth and most important step was to carry out the help or the correction. The fifth and final step was to follow up with as many of the children as possible and as often as necessary. Very often child study personnel are confronted with so many new cases that intensive follow-up work is neglected.

A discerning reader may ask, "How does all this effort help the child with his problems?" Answers to this question are given below. The validity of the answers must be left to the reader's judgment.

1. A child can profit from talking over his problem with an interested adult who is able to maintain a non-judgmental attitude. A free rapport can be established and much help given to a child.

2. A child in difficulty often needs careful appraisals and advice to help him over a hurdle, to solve a problem, or to relate more adequately to his associates.

3. Sometimes a child lives in an improper home. It came to the attention of the clinic that some children were taught deliberately to break the law. One father was reported as having purposefully taught his two boys the art of burglary. Some parents drink excessively. Neglected children were found during the year. Often a child study clinic can get closer to these problems than law enforcing agencies. A law enforcing agency has a threat which may destroy the close personal relations necessary to resolving a problem.

4. As the child gains insight into his problems he finds solutions for them.

5. Teachers cannot be specialists in all areas. Psychological and psychiatric findings about a child help the teacher and thus help the child.

6. Sometimes parents and teachers are not sure they are using procedures beneficial to a child. They need re-enforcing opinion.

Finally, during the year 1950-51, many knotty problems were handled by the members of the clinic to the satisfaction of all. The resolving of problems enabled a large percentage of the children to continue in school and to make satisfactory growths.

* For the most part the instrument used for testing was Form L of the 1937 Revision of the Stanfort-Binet Intelligence Test, Houghton Mifflin Co. This test is given by one educational therapist to one child at a time. The testing time is usually about an hour and many of the answers are given orally.

Parents Must Realize Schools' Concern, Frank Declares

WELLESLEY, MASS. — "We must help parents to realize that the schools are genuinely concerned for their children, are trying to utilize all the new knowledge and skills to guard, protect, and foster the development of their children." So said Lawrence K. Frank, chairman of the advisory committee, Division of World Affairs, National Committee on Mental Hygiene, in a recent speech before the Conference on the Crisis in Education held at Wellesley College.

Mr. Frank concluded his talk: "If we can convince parents that the schools are sincerely concerned with their children, which they may sometimes doubt and which the friend of the school may even question at times, then the American people will support the schools generously and consistently."

Other speakers at the conference included Mary Fisher Langmuir, professor of child study at Vassar; Dr. Erich Lindemann, associate professor of mental health at Harvard School of Public Health and Director of the Wellesley Human Relations Service; Ernest O. Melby, dean of the School of Education, New York University; and Daniel A. Prescott, Director of the Institute for Child Study at the University of Maryland.

Robert R. Sears, professor of education and child psychology at the Graduate School of Education, Harvard University, also spoke.

The Mathematics of Music

Amy Irene Moore
Morehad, Ky., State College

In an attempt to make all mathematics teaching more interesting and more meaningful, new ways of introducing each unit were constantly sought by the supervisor in the Laboratory School of the Morehead State College. In this school the students have had more than the customary amount of musical background. Their mathematics supervisor has studied piano, pipe organ, violin, cello, and several band instruments. She has played clarinet in the concert band, cello in the College Symphony Orchestra, and acted as assistant organist and choir director at a local church. Some of her student teachers had majored in physics as well as mathematics.

Amy Irene Moore, a native Kansan, spent several years teaching in that state. She served as a high school mathematics instructor for eight years in Leavenworth, Kans., and three more as mathematics supervisor in Fort Hays Kansas State College. Since then she has been mathematics supervisor for nineteen years in the Morehead, Ky., State College. She is a member of the Federated Woman's Club and the American Association of University Women.

Introduction

For centuries until 1500 A. D. music was considered a branch of mathematics. Pythagoras, famous Greek scholar in the sixth century B.C., was noted for both musical and mathematical knowledge. In music he systematized the Greek scale, founded on ratios. He invented the monochord, an instrument with a single string. He discovered that if he divided a vibrating string into two equal parts, the tone produced by the vibration of half the string was an octave higher. While he is more famous today for the Law of Pythagoras, his contributions to the musical field have great value. Violin players make use of his theories and the invention of stringed instruments resulted from his discoveries.

There seems to be a definite relationship between musical and mathematical aptitudes. There are many illustrations in history to show this fact. Nero was a mathematician and a "fiddler." Mussolini was a violinist and possessed ability in mathematics. Einstein, the world's greatest mathematician today, is a violinist of ability. Many such illustrations can be found and a study of present acquaintances reveals that most mathematicians have musical ability if opportunity has been provided to discover it and most musicians have had little difficulty in mathematics if they have been properly taught. In fact, harmony is based entirely on mathematical facts. Physicists have learned that middle C of piano or other instruments has a vibration rate of 256 per second. D has 288, E 320, F 341 and one-third, G 384, A 426 and two-thirds, B 480, and an octave above doubles each. This gives octave C 512. These rates are for scientific pitch.

International pitch, to which most pianos are tuned, has 435 vibrations for A while concert pitch has 440. These vibration rates are used in writing chords and harmony. There is a mathematical law that when two notes are sounded together, the vibrations per second can be written as a ratio. When the fraction is reduced, the smaller the resulting numbers, the more pleasing the combination.

Procedure

After the reports had been made from the introductory material and the students had been permitted to test the ratio facts on piano and to report from their own experience, it was time to try other instruments. Of course, the other illustrative types of problems were not omitted and indirect measurement, scale drawing, and the usual ratio and proportion problems were introduced before the music unit was attempted. However, in this experiment the major emphasis was

on the musical phase. Simple, crude instruments were introduced first.

A bottle rack made by some junior high boys for a homeroom activity was a good starting point. The bottles were of different sizes and shapes and gave different tones when struck lightly with the wooden sticks. Water was then put into the bottles at varying depths to show the changes in ratios. From this simple device was shown the change in ratio when all were the same size. To do this, four rather heavy drinking glasses were used on a table. Water was poured in at varying levels until the glasses were tuned to the tones needed to play simple melodies.

Tried on Piano

More complex instruments next entered the experiment. The ratios described in the introduction were tried on the piano. Chords, pleasing harmonies, and discords resulted. Wind instruments naturally followed the bottle rack and columns of air and their vibration rates were considered. Almost half of the class played in the Training School Band and the better musicians in the college band. This made it easy to have the class take an active part in the demonstration of wind instruments. The point was made that the length of the air column affects the vibration rate. Since pitch as a general rule depends upon the number of vibrations per second, it becomes higher as the rate increases.

At this point the student teacher introduced some of the smaller pieces of apparatus from the college physics laboratory. He demonstrated the tuning fork which makes the vibrations visible and the closed resonance pipe which is used in connection with it. He also had the open resonance pipe used in connection with sirens. He spun a disk with holes in it to illustrate pitch. A sonometer showed the effect of the length and size of strings on the tone. The Doppler Effect was demonstrated to show the effect of sound receding or approaching the ear. This gave us a little digression into the physiology of the ear and hearing aids.

The students discovered why orchestras are built on ratios, not only in the type of instruments used, but also in the number of each type and their placement on the stage in order to keep a balance. As the pipe organ is sometimes called the king of instruments, it was the last one studied. The supervisor had visited the organ factory in Lawrence, Kans., and she had studied organ several years as a hobby. She attempted to give the class the main difference between pipe organs and electric organs. Then the unit closed with a visit to a church near the campus.

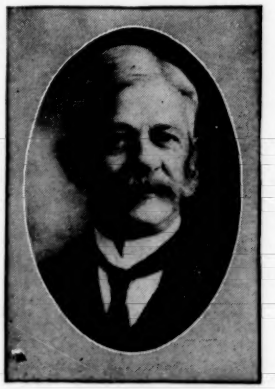
Students were prepared for the visit and asked to be quiet and reverent in the church. Since the class met at eight o'clock all went directly from home. The supervisor played the organ a half hour before class time and the twenty-nine students and two practice teachers had entered so quietly that she was surprised to find them present when she stopped playing. The class was brought to the choir seats for the discussion and demonstration. The electric amplification to make the music similar to that of a pipe organ was discussed and the presets and draw bars were demonstrated. Since there were no pipes to use nodes and anti nodes, no columns of air to change vibration rates, and no couplers, the lack had to be met by mechanical devices. Students were permitted to experiment with these devices to get different effects as the organ was played.

Evaluation

An evaluation lesson the next day at school closed the unit. A test did not seem necessary. The students were most enthusiastic and seemed to have gained much in addition to knowledge. They had all sung a hymn at the church before they returned to school and the fresh young voices would have inspired a morning service. They wanted to sing more, but the time to stop is at the peak of interest and not after it wanes. One of the values to the students was an added interest in mathematics as a whole and geometry in particular. Two rather careless boys improved so much that they became average students by the end of the semester. Three of the boys who did not plan to take any additional mathematics went into advanced courses the next term. This added appreciation seemed to be one of the real values of the unit.

The evaluation with the student teachers took another aspect. They were led to see that this type of teaching would be of little value if the students were not given full participation and opportunity to take responsibility.

The supervisor then evaluated the unit with respect to herself. She decided that the extra effort had been worth while. She told herself that one cannot cling tenaciously to old methods and hope for continued success. She cannot shut the door on new ideas and challenges. She must be alert and constantly on the watch for new avenues of approach, motivation, and clarification. Above all, she must be ever mindful that she is teaching students instead of geometry. She must strive for the full development of happy, wholesome, well adjusted individuals.



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The Honor Roll For Improvement

New Honor Point System Raises Morale of Majority of Pupils

Michael J. Nagurney
Assistant Principal
Rogers Junior High School
Stamford, Conn.

A majority of the pupils in every school should be on the Honor Roll. Why not?

Healthful school conditions demand that the Honor Roll no longer be used to single out a few individuals, exposing them to the scorn of the majority. The Honor Roll, if one there must be, should be within the reach of all those who work hard. The situation must be so arranged that the finger of mockery, if it must be pointed, will be directed at the lazybones, rather than at those who are successful.

As things now stand, the requirements for the Honor Roll are usually so high that only a minority can attain it. The majority, either in self defense or in unrighteous indignation, call the honor rollers "walking encyclopedias," "geniuses" and similar names which adolescents find humiliating. The evil of this situation has been recognized by schools which prefer to operate without Honor Rolls. This writer feels that such schools have taken a step in the wrong direction.

The Honor Roll has a great deal of merit. The solution of the difficulty is not to eliminate but to improve it. The ideal situation would be one in which the majority of the pupils attain Honor Roll status. If this were the case, the minority might strive to attain the standards of the majority.

Where does the solution lie? Why is it that only a few pupils attain Honor Roll status? Can we ask pupils to spend more time on their work than they are now spending? Can we ever hope that the school will advance to a state in which a majority will regularly maintain Honor Roll standards?

In most cases, in order to be on the Honor Roll, a pupil must earn certain numerical or letter grades in all subjects. Perhaps the most typical design is a mark of A in all subjects for first honors and no mark less than B for honorable mention.

Often industrious pupils fail to earn Honor Roll placement because they received C's in some subject held only one or two periods per week. Academicians are ready to argue that it is not fair to rank these subjects with the everyday subjects. Adjustments are sometimes made which state that physical education and allied subjects shall not count toward the honor roll. The result is that pupils assume that these subjects are unimportant. Various difficulties grow out of the situation.

Morale Mercury Going Up

The resulting loss of morale by teachers and pupils in "the unimportant" subjects is a heavy price to pay for these arbitrary adjustments. No subject or assignment should ever be indicated as less important than the others. The whole school must be considered a unit, every segment of which is equally important. The implications for grading subjects for Honor Roll purposes are obvious.

The Honor Roll should stimulate pupils toward a more industrious school life. It should not be designed to segregate a small group of especially talented children. It should be an instrument for the improvement of the whole school. Its standards should be sufficiently flexible so that they may reflect effort on the part of all pupils who work to the best of their ability.

The Usual Way

In most schools the marking system is designed to reflect average work in a subject with a C mark. Above average work is indicated by a B and exceptional work by A. This system of course means that only pupils who are above average in their work can attain Honor Roll status. What about the vast majority who do average work regularly?

The pupil who suffers most is the one who earns B and A in all subjects but one. Have we no room on the Honor Roll for him? The English teacher will answer, "All right, let's put him on the Honor Roll—so long as the C is not in English."

Other teachers will reserve the exception for their subjects. The solution lies in a review of the purpose of the school and an agreement on a certain flexibility in Honor Roll requirements in the light of those purposes.

A Quiz for Markers

Let's take the pupil who earns A or B in all subjects except English, in which he receives a C. Should his work in other subjects compensate for the C? Why not?

In another marking period, the same pupil earns A or B in all subjects but physical education, again rated C. If his work in other subjects is allowed to compensate for this C, should the rate of compensation be the same as for the C in English?

In a certain school social studies is allotted four periods per week. A pupil has earned A and B in all subjects except social studies. What happens here?

Another pupil gets his C's in music (one period per week) and health (also one period). Should the Honor Roll be closed to him?

Points of Honor

A study of cases like these led to an honor point system which works like this. Each subject is allotted a number of honor points in the A, B and C categories. No consideration is given to a mark indicating lower than average application. B is always one point lower than A and C has a variety of values depending upon the subject. It is the difference between B and C values that is significant.

How important is English? If the school maintains the one-point difference between A and B, the difference between B and C will reflect the importance of the subject. In one school, we feel that English is so important that C must be offset by A in six of the 11 other marks. The English point values are A, 10; B, 9; C, 3. The difference between the B and C values is six. Therefore A in six other subjects will compensate for C in English.

Health is one period per week, but important. How important? The following points were assigned. A, 7; B, 6; C, 5. The difference between B and C is one. C in health is offset by one A.

Physical education is given two double periods per week. Points assigned were: A, 8; B, 7; C, 5. The difference between B and C being two, two A's compensate for a C in this subject.

The System at Work

The full honor point system is listed on this page.

Since first honors require a minimum of 90 points, it is obvious that the pupil must work especially well to earn a number of A's to achieve this status. The 83 points required for second honors is equivalent to above average work in all subjects. One C is permissible but a suitable number of A's are required to offset it. The 77 points required for honorable mention limits the number of C's.

Pupils excused from gym by medical certificate are allowed a five-point special assignment allowance. The five points are based upon a C equivalent. The assumption is that the pupil is assigned to study hall during physical education periods and therefore has more time to spend on his other subjects.

Although this system has been tested in only one marking period in one school, it proved to have advantages which the straight letter or grade system does not possess. The system should be improved in at least two directions.

Room for Improvement

First, how far should Honorable Mention requirements be lowered? Average work in all subjects is certainly honorable according to our social and labor standards; yet not one school in the country places pupils who earn flat C's on the Honor Roll. How much must such a pupil improve in order to be "Honorable?"

Each school must obviously settle this question for itself. But it is important that we recognize average work as honorable work. To date schools have not done so.

The difference between A and B values may also require adjustment. For example, since a C in English requires an A in at least six other

THE HONOR POINT SYSTEM

SUBJECT	MARK ☞ A	B	C
English	10	9	3
Mathematics	10	9	4
Social Studies	10	9	5
Citizenship	10	9	5
Science	8	7	5
Art or Latin	8	7	5
Home Room	8	7	5
Gym	8	7	5
Home Ec. or Shop	8	7	5
Music	7	6	5
Health	7	6	5

Greatest number of points obtainable is 94.

First Honors, 90 points, no mark lower than B.

Second Honors, 83 points, one C allowed.

Honorable mention, 77 points, no mark lower than C.

subjects, an A in English might be assigned greater value in the compensating category. In that case, we could rate English as follows: A is 11, B is 9, and C is 3. The difference between A and B being two, the A in English has twice the compensating value of health which is rated seven, six, five.

A study of the system reveals that the value assigned to B is arbitrary and bears no significance except in its relationships to the A and C values. The psychological implication of the B values, however, should not be overlooked. Pupils may think a subject unimportant if the B is rated too low.

Too Much Math?

One objection to the use of this system may be that teachers would be involved in too much mathematics. The Honor Roll could best serve its purpose if the point system is explained to pupils; if pupils are given a hearing when they wish to discuss it, and if adjustments are made to fit the particular situation of the school. The Honor Roll becomes even more effective if each pupil determines for himself that Honor Roll status is desirable and within his reach.

This latter condition can be used to simplify the teacher's work. Each pupil can be taught to evaluate his own work according to the system. The teacher need only check on those who think they have made the Honor Roll.

School Solutions . . . .

The present building program in the Denver Public Schools was started after a series of studies in the Public Schools' faculties and in the several communities of our city; these took place in 1947-48, culminating to some extent in the proposals which were put to the electorate Oct. 11, 1948, for a bond issue of $21,000,000. In these proposals were some 30 projects, made up of additions to existing buildings, some replacement of old buildings, and new construction.

There are several noteworthy features of this program:

1. In the planning, a large number of teachers, supervisors, directors, and administrators were involved, together with many laymen. This planning was centered first of all around individual school communities and areas; the findings later were transmitted to my office for review and recommendations to the Board of Education. As one result of this work, we developed a handbook of standards for school buildings, which has been a guide to our business department and to the architects who have worked on the various projects.

2. We employed local architects, who undertook the planning of individual building units. We had our assistant superintendent for business services and his several staff experts, including an engineer, work with the architects to coordinate the planning.

3. All of our buildings have been of a permanent nature, with reinforced concrete and brick construction. We have not constructed temporary buildings, because our study of this subject seemed to indicate it was not advisable in Denver.

4. All our structures have been planned with great simplicity, using straight lines for the buildings. We have used fluorescent lighting, soundproofing of rooms, blond furniture, green chalkboards, and other modern features.

5. Ample provision for community use of the facilities has been made. In a number of smaller elementary-school units, we have made certain combinations of playroom and community room so as to get a dual school and after-school use. In many of these units the playroom takes the place of an auditorium.

The 30 projects mentioned earlier have been financed through the $21,000,000 bond issue, but we have also incorporated over a million dollars in the budgets of the past two years for the construction of three small elementary schools.

The matter of regional planning looking to the future development of school building programs also deserves consideration. Frequently, communities find themselves either being annexed to another community or annexing additional property; in these cases, often little or no school planning has gone on. To avoid such a situation here in Denver, we have worked with some 12-14 surrounding districts on a survey of existing building facilities and of contemplated facilities.

Kenneth E. Oberholtzer
Superintendent of Schools
Denver, Colorado

LONGER THE BETTER

A Scotchman appeared at a riding stable and stated he wanted to rent a horse.

"Certainly," replied the owner, "how long?"

"The longest you have," answered the Scotchman, "there will be five of us going."

(*Continued from Page 80*)
ally declared that he could count on his fingers the number of those young people who were still living in that community. "Where have they gone?" he asked, and answered, "All over the state of Wisconsin and the United States of America." Therefore, he contended, the education to be provided for the boys and girls of his community, and of every other such community, should be equal to the best that is provided anywhere.

For an hour afterward, the speaker was surrounded by board members eager to exchange views with him, and the chairman of the association's legislative committee who had an early appointment with the governor to discuss the future of Wisconsin's schools, arranged to take this suddenly-discovered new ally with him.

Thus, the influence of a single person with vision and sincerity may go a long way. This man from northern Wisconsin contributed that day a perfect piece to the mosaic of public education. May his kind multiply in the critical days ahead in the best interests of America's future—her children and youth!

GRINS

TONGUE'S TOO SHORT

They had guests for dinner. Little eight-year-old Johnny, instead of asking, stood up and reached halfway across the table and speared a piece of meat on the end of his fork.

"Don't you have a tongue, Johnnie?" his father reprimanded.

"Yep," retorted Johnny, "only my hand is longer."

A LITTLE VERSE

Mama Skunk with her babies one day
Saw the big, bad wolf headed their way.
She didn't say "hide."
But with dignified pride,
"Children," said she, "Let us spray."

HE KNEW HIS MONEY

At one of our teachers' meetings the head of a school in our vicinity related that one of his first grade teachers was attempting to teach the first graders to identify the difference in denominations of coins. In order to discover how much her pupils already knew, before beginning the lesson she placed a half-dollar on a little boy's desk and asked him, "What is it?" "Heads," immediately flashed the boy.

Albert M. Lerch,
Guidance Counselor,
Northampton, Pa.

University of Montreal

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Little Black Book

William E. Gillis
Superintendent of Schools
East Haven, Conn.

A Connecticut administrator tells, with much wit and much insight, the tale of two different "little black books" and their contrasting uses in a school system.

Ever since I became a superintendent I have carried around with me a little black book, and I have carried it with pride and affection. Wherever I go the little black book goes also. Of course, there are times when I forget and leave the book in one of the classrooms or offices, but I always know that, within minutes, the teacher or the principal will call up to tell me where the book is. They all know the strong tie that exists between the book and me.

One might wonder what the book contains. Well, there are the enrollment figures school by school, grade by grade, and month by month. There are the lists of faculty committees and the assignments of staff members. There are inventories, lists of special groups of pupils, price lists and many notes showing requests made by teachers and indicating many items which were needed. Of course, quite often we never find the time to follow up these requests and the teachers are almost ready to believe that the book is made up of fraud and deceit.

Book an Old Friend

The book is like one's favorite gun or old felt hat. After fifteen years of service my first book did not have an appearance compatible with my lofty position and I was forced to replace it with a bright new one, of real leather and rings with a fancy device for opening and closing them. Although new it did not have that appeal and personality which its predecessor had and for quite some time I was ill at ease when I used it. I had a yearning for my former companion and guide, but after a few years it, too, took on a personality all its own. Although its tabs are a bit worn it has taken on that sheen acquired only through age and usage. It has just the right amount of flexibility which shows that it has lived and suffered.

Attitude Changed

A little earlier I stated that I carried the little black book everywhere with pride and affection, but two or three years ago there was a change. A new member came on our board of education and she, too, carried a little black book. For awhile I thought that we had a great deal in common and that we were kindred spirits, but then I began to see her little black book for what it was, a tool of an inquisitorial nature, an implement used to record all suspicious actions and words, an instrument of torture as it was grasped firmly and with determination by its owner for the purpose of inscribing deeds and words of not only the school administrator but also of any board members who did not see eye to eye with its owner.

This other little black book was inexpensive and shabby looking. It had no character and it really looked as if it didn't have very good upbringing. It was small and each of its rings had to be operated separately. Its cover was not even a good imitation of leather but it wielded a sort of a threat of dire things to come as its pages filled more and more with data concerning our school system.

A book probably reflects the character of its owner and the story would not be complete if we did not say a few words, or more about the possessor of this little upstart black book. I had not met her in person until she was elected to the board, but I had talked with her on the telephone and had heard of her at various times. It seems that some years back we had refused to accept her son in school because he was under the age limit and even the prominent position of her husband was not a strong enough element to cause the board rules to be broken. Another time her husband, who made the terrible-tempered Mr. Bang look like Caspar Milquetoast, called up to announce that the teacher had incorrectly marked his son's arithmetic examples and that the governor was going to hear about it.

Fear in the Air

When this new member attended the meetings we watched with fear and trepidation. When we saw the little black book go into action there was added to this feeling one of consternation and dread.

Never before did we have members who did any more than occupy their time by absentmindedly doodling on the folders which contained their board reports and records. I do recall one former member who had a mathematical mind and who could take an active part in all of the proceedings and at the same time draw up the budget for next year and have a copy for each member at the close of the meeting. But to have one who carried a little black book for inscribing all of the goings on? Not that!

A meeting went something like this. The preliminaries being dispensed with, there might be a short period of harmless transaction of routine items and then it would happen. The book would open and its owner would assume a determined look similar to that of the District Attorney just going into action. Questions would be asked: "Why were the light bills so high last month? Who decided that there would be no school last Wednesday? Is it true that some of our teachers smoke cigarettes? Will someone please tell me, if it it isn't asking too much, just how our schools rate? Well, I suppose I am wasting my breath but I would like to get some answers. We're paying enough to get something around here."

Pencil Talks Softly

After each question an answer would be given and then there would be silence except for the faint, but definite, sound of garrulous graphite as it was being applied to perfidious parchment. This lull would be followed by additional interrogation and the inevitable inscriptions.

This went on from meeting to meeting and the little black book had a very good attendance record. In snow or sleet or weather terrible, there was the book always unbearable. So this went on from meeting to meeting and all were not only awed but they were curious. Not even with great stealth or keen vision could anyone get a peek to find out just what was being inscribed on the pages. There was always a feeling of tension. It seemed as though doomsday was approaching.

Some day soon the book would be used for some sinister purpose —to expose the fallacies in our educational system. However, days came and days went and finally the owner of the book served her term on the board and did "not choose to run" again. The silence was ominous. The book was a threatening symbol. It was like the sword of Damocles and we were tense waiting for the blow to fall.

Treasury of Trivia?

No blow fell and we are still waiting. Perhaps, several hundred years from now some literary detective, rummaging around, will run across the little black book and the heavens will resound with the alarm that a great treasure has been discovered. What the discovery of Boswell's papers was to the literary world, the disclosure of this find will be to the educational leaders. Avid readers will scan its pages and will carry on earnest discourse as to its meanings. The educational customs of our times will be looked upon with keen interest and amazement. My one regret is that I will probably not be on this sphere long enough to be one of those readers.

Guilty Feeling There

Yes, I have had a great deal of difficulty in overcoming a feeling of guilt as I go on my appointed rounds clutching *my* little black book. I have had to convince myself that there are some things seemingly alike, which can be used to accomplish good or evil. Gold can be used to beautify or to destroy one through greed. Some little black books might be used destructively, I tell myself, and some may be used to help build up this great educational system of ours. I think: "When they are good they are very, very good, and when they are bad . . . "

I have almost reached the point where I can again carry it proudly and without concealment. I can look upon it as a friend and companion with whom I am proud to associate. And the book seems to sense this. For awhile it couldn't seem to understand my changed feeling, but now it again senses a warmth in my touch and it answers in kind.

But I am now careful as to how I use my book. Never do I go around inscribing various messages in the presence of others. Never? Well, hardly ever.

U. N. Contest

WASHINGTON, D. C.—The 26th Annual United Nations National Student Contest will again be a part of the curriculum in thousands of U.S. schools. The prizes will include a trip to Europe with either the Experiment in International Living or the American Youth Hostels, visits to United Nations headquarters, and numerous college scholarships and money awards. The contest will be held March 27, 1952.

PLENTY OF TIME

A novel solution to the problem of how to combine T. V. and studying was related recently at a parochial school teachers' conference in Providence, R. I. by the Rev. Brother Boniface Joseph of Brooklyn.

One of his pupils, who admitted watching T. V. "at least four hours a night," told Brother Joseph that he did his studying "during the commercials."

THE NEWS DIGEST

NAM Seeks to Increase Aid to Nation's Schools

NEW YORK CITY — In letters to its more than 17,000 members, the National Association of Manufacturers has launched a vigorous campaign to induce businessmen to come to the financial aid of America's public and private schools. Earl Bunting, NAM managing director, announced that his group has taken this stand because it is concerned over the relative "freeze" in funds available for education at the very time when educational needs are expanding and educational costs mounting even more rapidly.

Mr. Bunting pointed out that the progressive rate principle in income taxes has halted the building of private fortunes, which once formed the base of many large endowments. At the same time, he pointed out, Federal taxes are taking more and more of the income earned in each community and state, leaving less money available for education and other needs.

A third factor cited by the NAM official was inflation, which, by halving the value of the dollar, has doubled the need for dollars just to maintain existing faculties, facilities, and standards.

Mr. Bunting's appeal, authorized by the organization's 160-man board of directors, urged members to:

1. Continue efforts to secure adequate local, state, and private support for elementary and secondary schools and:

2. Exert every effort to make available to higher education the supplemental private financial support essential to meet the educational needs of our youth, American industry, and the nation.

Among the backers of the appeal are Dr. James Bryant Conant, president of Harvard; Dr. Joseph C. Hinsey, dean, Cornell University Medical College; Willard E. Givens, executive secretary, National Education Association; Dr. Howard A. Rusk, associate editor, the New York Times; S. Sloan Colt, banker who heads the National Fund for Medical Education; Richard C. Patterson, Jr., U.S. Minister to Switzerland; Allan B. Kline, president, American Farm Bureau Federation; and Bernard F. Gimbel, president, Gimbel Brothers.

Truman Again Asks Aid to Education

WASHINGTON, D. C.—In his State of the Union address Jan. 9, President Truman said: "We must begin our long-deferred program of Federal aid to education—to help the states meet the present crisis in the operation of our schools. And we must help with the construction of schools in areas where they are critically needed because of the defense effort.

"We urgently need to train more doctors and other health personnel, through aid to medical education. We also urgently need to expand the basic public health services in our home communities."

The question of federal aid to education has long been a controversial one. Senator Robert A. Taft of Ohio has backed the idea of passing such legislation, but has made it plain he favors state control over the use of the funds. Strong Republican opposition looms for any bill introduced by Mr. Truman's lieutenants in Congress to provide federal aid to education.

Meanwhile, New York's Governor Thomas E. Dewey asked the legislature to extend until Feb. 15, 1953 the temporary state commission for the study of school construction needs. In his budget address Jan. 9 the governor also disclosed that the state will increase its contribution for support of the four city colleges in New York by $1,500,000 in the next fiscal year.

Seeks Non-Sectarian Religious Teaching

NEW HAVEN, CONN.—"Emphasizing spiritual values in public schools" without bringing in sectarian religious beliefs is "so significant an issue today that we could well dedicate the rest of our lives to it." So said Dr. Charles Hunt, chairman of a three-day conference on the religious question as connected with the public school, held recently at Yale Divinity School.

Among the recommendations made were the following:

1. A religious course should be introduced into the curriculum of state teachers' colleges. These courses would be offered on an equal level of intellectual competency with other subjects. It was argued that such courses could be taught without violating the principle of separation of church and state.

2. A broad religious viewpoint that would help young people live in a world community is the kind of religion that should be emphasized.

Dr. C. B. Smith, president of the State Teachers College in Troy, Ala., warned against the religious narrowness in some parts of the country which virtually required that public-school teachers go to church.

Hart Gets Backing In Freedom Fight

AUSTIN, TEX.—Chancellor James P. Hart of the University of Texas, who has been spearheading that institution's fight to be allowed to seek the truth without political interference, recently received some encouragement from Dr. D. W. Bronk, president of Johns Hopkins University. Dr. Bronk said: "The complex problems of a civilization in conflict demand solution by scholars who have learned to solve problems by inquiry and thought rather than by resort to glib solutions.

"Thought should be the foundation for action. Unless thought precedes action, action becomes the instrument of prejudice and emotion. To maintain balance between thought

FOR STORY ON the recent Wellesley College Conference on the Crisis in Education, see Page 84.

and action is the primary responsibility of the scholar. To provide a home for scholars and to nurture scholars for action is the primary function of a university."

The Texas faculty has begun only in recent months to assume a more unified position after several years of being split by the fight that led to the firing of Dr. Homer P. Rainey a few years ago.

Project Seeks To Relieve Drastic Nurse Shortage

NEW YORK, N. Y.—The division of nursing education of Teachers College, Columbia University, has started a national research project to develop nursing education in junior and community colleges as a way to reduce the critical shortages of nurses in the country. Announcement of the plan came from Dr. R. Louise McManus, division director.

The project is designed to assist colleges in establishing programs for teaching the registered nurse's tasks in two years, instead of the usual three, and it is anticipated that nurse recruiting will be stepped up by eliminating the more laborious and repetitive aspects of training.

History Textbook Blocked By Soviets

VIENNA—Thanks to Russian obstructionism, Austrian high school students now have no modern history textbooks. A Russian "no" in the Allied Council prevents the Ministry of Education from printing such a book although it has already been prepared.

The Soviets have demanded that the usual Communist propaganda be included in the text. They have demanded that all mention of the Reds' desire for a world revolution, as well as the grim facts of the suffering involved in the Russian Revolution, be eliminated from the book. All reference to the conquest of the Baltic States by the Russians must be deleted, if Red approval of the book is to be obtained.

The Soviets have also objected that the history text, as submitted, "distorted facts, glorified Hitler, and advocated Pan-Germanism."

The Russians have demanded that the book be rewritten entirely and then submitted to the Four-Power Allied Council before publication.

The Austrian Minister of Education thus is faced with the knotty problem of either printing different history texts for the Eastern and Western zones of the country or of doing without the text entirely.

NEA Committee Reports On Florida Dismissals

WASHINGTON, D. C.—The abrupt dismissal of two junior-senior high school principals in Fort Myers, Fla. by the Lee County school trustees without prior notice or subsequent hearing has come under attack by the Committee on Tenure and Academic Freedom of the National Education Association. The committee, headed by Martin W. Essex, Superintendent of Schools in Lakewood, Ohio, has had the employment procedures of Lee County and Fort Myers under study for some months. The investigation was undertaken at the request of teachers, principals, and a committee of citizens of Fort Myers.

Ray Tipton had served as principal of the Fort Myers High School and Phillip Walker held the post of principal of the Junior High School. The two schools were merged in Sept., 1950 as the Junior-Senior High School, and the two administrators followed their respective students to the new million dollar building. Mr. Tipton was named supervising principal and Mr. Walker principal.

Suddenly on March 20, 1951, both men were summoned to a meeting of the Board of School Trustees and the County Board of Public Instruction and informed that their services would not be continued after their contract for that school year expired. Their request for a hearing was denied.

The county superintendent, Charles Bevis, charged that the principals "had failed to effect a harmonious merger" of the junior and senior high schools. He also alleged that there had been destruction of school property, lack of unity among the faculty and students, and poor discipline.

The trustees issued an explanation that they recommended, upon advice of Mr. Bevis, that the principals not be re-employed for the "betterment of the school program." This despite the fact that on the day of the dismissal, a resolution was unanimously approved at a meeting of the high school faculty which praised the principals and the "remarkably high morale and sense of unity among the faculty" as a result of their leadership.

As to the destruction of school property alleged by Mr. Bevis, the NEA investigators reported that the new equipment was in "excellent condition" after use for a full year by 1,200 students.

Vandalism Bill Urged

ST. LOUIS, MO.—Cost of school vandalism, now averaging $40,000 a year in St. Louis, will come out of the pockets of parents whose children do the damage, if the St. Louis Public School Patrons' Alliance has its way. Enactment of such a law by the Missouri Legislature is being urged by the group's legislation committee.

Vote Added Funds

JEFFERSON CITY, MO.—The Missouri House voted recently to give an additional $14,000,000 in state aid for public schools during the current two-year period. That amount is above the traditional one-third of the state's general revenue, which it has been estimated might yield as much as $100,000,000 during the two years ending June 30, 1953. This is $2,000,000 more than school leaders have set as their goal.

The vote for the appropriation was a resounding 108-5.

Your Textbook Reporter

Local Public School Administration

Leafing through the four hundred-odd pages of *Local Public School Administration,* one is again impressed with the wide range of matters about which the school administrator must be informed nowadays in order to do an effective job. Nor must he merely be informed. He needs also to be prepared for shaping wise policies and for working out improvements with the cooperation of teachers, pupils, parents, the school board, and the general public.

Here will be found the main principles to be followed by the administrator who aspires to be an educator most of all and to administer with clear understanding the goals he is seeking.

LOCAL PUBLIC SCHOOL ADMINISTRATION. Benjamin Gloyd Pittenger. McGraw-Hill Book Company, Inc., New York, $4.75.

Conquest

Topping the series of readers for grades nine through twelve comes one bearing the title *Conquest* Book Four. As with its predecessors, the contents were selected by young people themselves, their choices being further screened by a jury of English teachers to ensure literary quality throughout. So we find samples from the works of accredited authors, yet only those acceptable to many high school students.

The selections are grouped under such topical ideas as: Enjoying The Short Story, Understanding the Other Fellow, Widened Horizons, Discovering the Drama of Life, and Enjoying the Novel.

Some poetry is interspersed with the more prevalent prose, and there is one small section of verse only. The biographies of the authors are unusually graphic. Pen drawings are frequent and effective.

A supplementary part, of minor length, presents unit material aimed at cultivating discrimination in the use of radio, motion pictures, and television, as well as periodicals. Other units treat of reading and libraries. An ample glossary is included. There are helpful questions and exercises.

CONQUEST BOOK FOUR. Norvell, Hovious. D. C. Heath and Company, Boston. $3.00.

Nutrition for Health

Written for use in high schools, *Nutrition for Health* adds another important unit to the *American Home and Family Series.*

Here, amid a profusion of charts, tables, and pictures one will find the story of what has thus far been learned about the food requirements of the human body and how these can be met by proper diet. There is, for example, a story of a man whose skin dried up and whose eyesight dipped badly because he had chosen to omit certain foods, such as milk, butter, carrots and other vegetables rich in vitamin A, the so-called "blackout" vitamin.

Weight in relation to age and height is discussed, and equally sane consideration is paid to the problem of cutting and increasing weight. The reader will also find a chapter that digs into the story of soil depletion and the need for well nourished earth from which to grow the things we eat. Food preservation, avoidance of waste, economical menus—so runs the list of topics. This text should fit into the home economics or health program of the secondary school, and might well become a sort of health bible for any household.

NUTRITION FOR HEALTH. H. F. Kilander. McGraw-Hill Company, New York. $3.00.

Numbers in Action

This is to tell you our offhand impression of *Numbers in Action, Book Two.* It has richly colored pictures that should lure the small fry into the mysteries of math. Will the book persuade them to use their little heads? It could, and probably will. For numbers are introduced to them, not as abstract quantities whose relationships must be taken on somebody's say-so, but as realities whose values are shown by combining concrete objects in action. All sorts of fascinating things from marbles to elephants move about with entrances and exits causing results that call for reckoning. The operations extend into simple measurements and the coins that make up a dollar. A start is made with fractions also.

The vocabulary has been held to first grade difficulty, while the "action" is only what children might consider up their alley.

NUMBERS IN ACTION. Hartung, Engen, and Mahoney. Scott, Foresman and Company, New York. $1.96.

The Democracy Series

First copyrighted in 1940 and much used and valued since, the Democracy Series now emerges in revised editions, permitting the inclusion of events that confirm our faith in democracy, while rendering it more than ever imperative that we teach it to every citizen.

In a series that extends from a primer through the eighth grade, are set forth, in suitable narrative forms, the underlying principles of our government and our everyday relations with one another, in school, at play, at home and between neighbors—neighbors both near and far away. The books are attractively designed and illustrated and provide an abundance of activities and topics for discussion, to the end that democracy may be better understood and really practiced.

DEMOCRACY SERIES. Prudence, Cutright and Charters, Editors, The Macmillan Company, New York.

Chemistry in Action

How does chemistry serve human needs? How are its laws discovered and verified? What are the most important elements?

Such are the questions kept in mind by the author of *Chemistry in Action,* as he developed this text for high school students. Under nine chapter headings he asks and proceeds to

answer forty-six provocative questions. Each chapter starts with a statement of the problems to be considered. Explanations are clear, and the book seems less cluttered with detail than is often the case with treatises on this subject.

There is an abundance of pictures, as well as other study aids. A laboratory manual is provided, and test material is also available.

CHEMISTRY IN ACTION. Rawlins and Struble. D. C. Heath and Company, Boston. $3.60.

Schools and Our Democratic Society

What does the beginning teacher know about the real purposes of teaching or what is expected of the school? Presumably he knows his subject matter, though he is assigned to various subjects, some of them outside his chosen fields. He may know a little about methods. But does he know what it is all about, or what for?

Into this semi-vacuum drops a book: *Schools and our Democratic Society*. It might well be a part of a teacher's preparatory course. First, who controls the schools? Certain officials, of course. But there are unofficial controls also, such as parents, local organizations, even the textbook publishers. Then there are the administrators—and the teachers themselves. What sort of school is wanted? What will determine the curricula? How can the teacher comply with the requirements of individualized instruction? The book answers all these questions and could be the basis of a very worthwhile course.

SCHOOLS AND OUR DEMOCRATIC SOCIETY. Willing, Fowlkes, Krug, Gregg, Liddle. Harper and Brothers, New York. $3.50.

Readable History

A comprehensive, plentifully-illustrated volume which outlines the entire pageant of human history has just rolled off the presses. *The New Popular History of the World* is ideal for high school students. The typography is beautiful and a lavish use of fine illustrations adds to the interest of this 870-page book.

In it we can recapture the times of the ancient Egyptians; the Greeks, the Romans; we can in our imagination fight with Giuseppe Garibaldi for Italian unification; and review again World Wars I and II. The book ends with the signing of the North Atlantic Pact April 4, 1949.

Lowell Thomas, noted news commentator, author, and world traveler, has written the introduction.

THE NEW POPULAR HISTORY OF THIS WORLD. Wallace E. Caldwell, University of North Carolina, and Edward H. Merrill, educational advisor to the United Council on World Affairs. The Greystone Press, New York. $5.95.

Historical Fiction

This is not a textbook, nor a book to read through. *Historical Fiction* is all fact—a handy reference manual for those teachers and others, perhaps librarians, who wish to suggest to high school students the novels that bring to life some part of history. The volume at hand is a fifth edition, indicating the improvement and up-to-dating of past performances that met a need.

More than two hundred pages are filled with titles and other data, concisely stated, of historical fiction, arranged by periods or geographic divisions from the earliest times to the present. An appendix points to source materials and a variety of books and other aids to the understanding of history and historical relationships. Finally comes an index that enables you to run down an author or a title under a single alphabet.

In the main part of the book, titles of particular interest are starred. Those suitable for junior high are also marked.

It is not literature, but a guide to some that can give increased knowledge while giving pleasure.

HISTORICAL FICTION. Hannah Logasa. McKinley Publishing Company, Philadelphia. $4.00.

Time for Poetry

Children who come to groan at the idea of listening while teacher reads them poetry, may not remain to pray. But they are likely to grow in the ability to enjoy and appreciate as they hear the rollicking selections provided for their ears by Mrs. May Hill Arbuthnot in *Time of Poetry*. Here are over six hundred specimens of verse that comprise a treasure chest of dreams and fancies, all written by men and women, young in spirit, and able to translate certain aspects of life into patterns that children can appreciate.

Built to accompany the basal readers of the Curriculum Foundation Series, happily illustrated with line drawings, and indexed every which way, the volume will be dessert for many a schoolday afternoon.

Incidentally, what adult would not like to have such a reservoir of poetry at hand of an evening when the children's hour has arrived and they must be put in just the right mood for going off to dreamland?

TIME FOR POETRY, A TEACHER'S ANTHOLOGY. May Hill Arbuthnot. Scott Foresman, New York.

Gateways to Readable Books

Gateway is a significant word in connection with reading. For reading has long been the main gateway to knowledge and a broadening experience of life. Reading has its competitors today in movies, radio, television, and the so-called comics. If the art of reading is not to be lost or confined to only a few fortunate people, great care must be exercised by educators to provide an abundance of lively reading material that is within the range of comprehension of all young persons.

Hence the need for a bibliography such as *Gateways to Readable Books*, now appearing in its second edition to admit suitable titles published during the postwar years.

This handy reference tool lists over 1,100 books, grouped under twenty-eight principal heads.

Many teachers and librarians have cooperated in gathering the titles. Dr. Ruth Strang of Columbia, who has herself done so much to assist in the growth of reading ability throughout America, is among the editors.

GATEWAYS TO READABLE BOOKS. Strang, Gilbert, and Scoggin. H. W. Wilson Company, New York.

(Continued on Page 98)

(Continued from Page 97)

Arithmetic Meanings

Teaching the Meanings of Arithmetic by C. Newton Stokes contains the fruits of 15 years of arithmetic teaching on the part of the author. Mr. Stokes attempts to give uniformity to the teaching of arithmetic, and to eliminate what he calls "the stress on the answer rather than on the process"; this, he says, often leads to finding the answers without getting any meaning from them. The author is a professor of mathematics at Temple University.

TEACHING THE MEANINGS OF ARITHMETIC. C. Newton Stokes. Appleton-Century-Crofts, Inc., New York. $4.50.

ALSO RECEIVED

Yearbook of the United Nations, 1950. Treats of the substantive work done in that year. Columbia University Press, New York. $12.50.

Scholarships and Fellowships Available at Institutions of Higher Education. Valuable handbook for parents with college age offspring. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

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